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“Is Academic Freedom Threatened by Chinese Influence on U.S. Universities?”

My Written Statement on the ideological control at home and CCP’s penetration in US institutions of higher education with aggressive attitudes of ideological export and comfort of funding and favorable treatment to the American scholars and administrators.

My doubt and consideration is how NYU campus in Shanghai could possibly avoid CCP’s ideological control and Marxist education while all Chinese students in the university have to take all these 5 compulsory courses in the first three years of undergraduates and two compulsory courses for the first year of graduate studies.

It means the Chinese students who will get degrees of Prestigious US universities must meet the requirement for ideological and moral education of CCP while foreign students may choose take those course or alternatives of some Chinese cultural courses by themselves.

In Peking University, there are 5 compulsory courses of ideological political education, 13 credits in total, among which 1 credit is provided by the committee of Communist Youth League in the university with activity arrangement, the rest 12 credits provided by School of Marxism, Peking University through teaching of the courses. These courses includes following:

- (1)Elementary Course for Ideological/ Moral Education and Chinese Law (2 hours per week, 2 credits);
- (2)Outline of Modern and Contemporary History in China (2 hours per week, 2 credits);
- (3)Elementary Principles of Marxism (2 hours per week, 3 credits—2 credits for the course instruction in classroom plus 1 credit for extra-curricular activities);
- (4) A General Theory of Mao Zedong Thoughts and Socialist Theory System with Chinese Characteristics (3 hours per week, 3 credits—2 credits for the course instruction in classroom plus 1 credit for extra-curricular activities);
- (5)The Current Situation and Policy(2 credits, one per week in average which means two hours classroom instruction every other week, and 1 credit for for extra-curricular activities arranged by the committee of Communist Youth League in the university.

<http://www.sis.pku.edu.cn/cn/TeachCenter/Undergraduate/Regulations/0000000016/do>

Recently a research survey headed by Davide Cantoni published with the title of “Curriculum and ideology” provided some facts about the control and influence over students in China by CCP.

<http://www.voxeu.org/article/curriculum-and-ideology>

Liu Yunshan, one of the seven top leaders in China, who is in charge of ideological control and propagandainChina (including nationwideTV, newspaper,journals/magazines and publication as well as arts and Literatur—Movie, drama, opera, music, and many more other show business). He ordered that the propaganda and education of the Chinese Dream must be infused into teaching and education in all levels and types of schools and infused into ideological and moral construction as well as ideological and moral education for university students, infused into cultural construction on campus, it must be infused into textbooks, classrooms and brains and minds of all students.

<http://www.dw.de/%E5%88%98%E4%BA%91%E5%B1%B1%E8%AE%A9%E6%AF%8F%E4%B8%AA%E5%AD%A6%E7%94%9F%E8%84%91%E4%B8%AD%E6%A4%8D%E5%85%A5%E4%B8%AD%E5%9B%BD%E6%A2%A6/a-16733421>

Here is a notice found on webpage of NYU Shanghai Campus:

NYU now uses the Cisco AnyConnect application for its VPN connections. In China the VPN may be required to access university resources like Google Apps for Education from off-campus locations.

To download and configure the NYU VPN, please click on the appropriate link below.

Windows computer, Macintosh computer, Android device, iPhone, iPad

Note: Please use only vpn-ct.shanghai.nyu.edu as the VPN server address if connecting from mainland China. Other server addresses will not work within mainland China.

<http://shanghai.nyu.edu/it/vpn>

There are many evidences to prove that the Chinese regime has been trying to set taboos for US institutions of higher education. Here is an example:

“China Says No Talking Tibet as Confucius Funds U.S. Universities” By Daniel Golden Nov 1, 2011 7:02 PM ET

When a Beijing organization with close ties to China’s government offered Stanford University \$4 million to host a Confucius Institute on Chinese language and culture and endow a professorship, it attached one caveat: The professor couldn’t discuss delicate issues like Tibet.

“They said they didn’t want to be embarrassed,” said Richard Saller, dean of Stanford’s school of humanities and sciences. Stanford refused, citing academic freedom, and Chinese officials backed down, Saller said. The university plans to use the money for a professorship in classical Chinese poetry, far removed from the Tibet dispute.

<http://www.bloomberg.com/news/2011-11-01/china-says-no-talking-tibet-as-confucius-funds-u-s-universities.html>

I have my personal experience with the Confucius Institute on campus of Stanford University while I was a visiting scholar at FSI and Hoover Institution, Stanford.

In the early February of 2013, a leader of the students’ union invited me to give a speech on China’s Macro-economy and policy on, I was glad to accept the invitation and prepared my

power point presentation while I was also invited as a commentator for a speech on constitutional issues in China by a well-known scholar came from China. The speech was held in a classroom designated to the Confucius Institute on campus of Stanford, and it was very successful with warm applause and many questions and discussion by the audience.

Yet I received a phone call from the organizer a couple of days after the speech, the student told me that my scheduled speech had been cancelled since the Confucius Institute was unhappy about our discussion on constitutional issues in China, there would be no way to use the classroom anymore. Then I asked if we could change a place since the notice had been sent a few weeks ago, and many people intend to participate. The student told me that he and his team got some pressure, so he could not do anything to assist me.

The Chinese regime became super confident nowadays, there is an incident happened overseas, the story goes like following:

Xu Lin, the director-general of Hanban (the common name for the Chinese Ministry of Education's Chinese National Office for Teaching Chinese as a Foreign Language and headquarter of Confucius institutes) demanded to tear out a page in the brochure with introduction of the Chiang Ching-kuo Foundation for International Scholarly Exchange which is a prestigious foundation located in Taiwan.

<http://www.chinapost.com.tw/taiwan/china-taiwan-relations/2014/07/29/413535/Chinas-obstruction.htm>

<http://www.taipeitimes.com/News/taiwan/archives/2014/07/31/2003596335>

<http://chinadigitaltimes.net/2014/08/netizen-voices-confucius-institutes-lose-face/>

The official overall data from Hanban (headquarter of Confucius Institutes) and typical budget for setting up a Confucius Institute:

<http://www.hanban.edu.cn/report/pdf/2013.pdf>

http://www.hanban.edu.cn/report/pdf/2010_final.pdf

<http://oia.gsu.edu/Search/Agreements/ConfuciusImp-A.pdf>

According to Confucius Institute Annual Development Report 2013 , the Confucius Institute Headquarters had published The Development Plan of Confucius Institutes (2012-2020). Confucius Institutes around the world had also laid down their own plans and set up the new goals for their future development. Through the concerted and innovative efforts of both Chinese and overseas colleagues, closer collaborations and continuous improvements in teaching quality have been achieved, thereby enhancing the profile and influence of the Confucius Institute. Through the promotion of language and cultural exchanges, we have worked to build a “spiritual high-speed rail” that connects China with people around the world.

Hanban(headquarter of Confucius Institutes) dispatched 14,400 directors, Chinese language teachers and volunteers to 139 countries, an increase of 3,400 from 2012. We also sponsored over 80 Confucius Institutes to set up Head Teacher Position, supported 10 universities in 8 countries in setting up Majors in Teaching Chinese and trained 5,720 local Chinese language

teachers. In an effort to build digital resources, the Confucius Institute Digital Library and Confucius Institute Teaching Case Database and Information Database officially went online. The Confucius Institute Digital Library alone has already amassed more than 188,000 kinds of multimedia resources. developed teaching materials, that totalled 147 volumes.

We donated 700,000 books to 1375 institutions in 120 countries. This included the distribution of 410,000 textbooks to Confucius Institutes (Classrooms), which accounts for 65% of all the books donated.

By the end of 2013, we have established 440 Confucius Institutes and 646 Confucius Classrooms in 120 countries and regions. We have 28,670 full-time and part-time teachers and our registered student numbered 850,000. We have also offered around 40,000 Chinese classes of various kinds and have held more than 20,000 cultural events, attracting over 9,200,000 participants.

Expenditures of Confucius Institutes in 2013

- 1.Start-up funds for Confucius Institutes (Classrooms) -----\$11,002,000.
- 2.Operational funds of Confucius Institutes (Classrooms)----- \$88,684,000.
- 3.Model Confucius Institutes -----\$15,352,000.
- 4.Salaries of Chinese directors, Chinese teachers (and volunteers)----- \$105,459,000.
- 5.Trainings for directors, teachers and volunteers----- \$5,516,000.
- 6.Confucius Institute scholarships----- \$33,829,000.
- 7.Operational funds for Confucius Institute Online----- \$7,984,000.
- 8.Chinese and foreign expert lecture tours, teaching materials exhibition tours and student performance tours-----\$2,067,000.
- 9.Development and distribution of teaching materials----- \$4,980,000.
- 10.On-site supervision by Chinese and foreign experts----- \$1,294,000.
- 11.Bilingual versions of Confucius Institute----- \$2,204,000.

Total = \$278,371,000

Besides the above-mentioned expenditure, there are more items of expenditure, yet the exact data is not available at the moment, for instance, Confucius Institute Online is completely upgraded. This new platform has functions such as interaction teaching, video media and digital commerce. The interactivity of WEB2.0 and the concepts of MOOC teaching were realized, with 9 modules including News, Self-Learning, Live Class, Live Tutoring, Culture, Chinese Tests, Worldwide.

The Confucius Institute provides scholarship for many students overseas, here is some information form the website of LSE, Britain:

The Confucius Institute Scholarships program was launched by Hanban(the Confucius Institute Headquarters) to sponsor foreign students, scholars and Chinese language teachers to study Chinese at a range of Chinese universities(so far good for 142 universities in Mainland China. <http://www.lse.ac.uk/CIBL/Scholarships/2014-Confucius-Institute-Scholarship.aspx>, 2014-2015 Confucius China Studies Plan

In order to foster deep understanding of China and the Chinese culture among young generations from around the world, enable the prosperous growth of China studies, promote the sustainable development of Confucius Institutes, and enhance the friendly relationship between China and the people of other countries, the Confucius Institute Headquarters has set up the “Confucius China Studies Programme”. The Programme consists of six subprogrammes in the academic areas of Humanities and Social Sciences.

The grants are available for the following areas:Joint Ph.D. Fellowship;Ph.D. in China Fellowship;

“Understanding China” Fellowship;Young Leaders Fellowship;Grants for running international conference;Publication Grant. [http://www.lse.ac.uk/CIBL/Scholarships/Fellowships-for-PhD-Program---China-Study-Plan-\(CSP\).aspx](http://www.lse.ac.uk/CIBL/Scholarships/Fellowships-for-PhD-Program---China-Study-Plan-(CSP).aspx)